DOCUMENT RESUME

ED 102 152 SP 008 937

TITLE	Bilingual-Bicultural Teacher Education Program.
INSTITUTION	Saint Edward's Univ., Austin, Tex.
PUB DATE	74
NOTE	44p.
EDRS PRICE	MF-$0.76 HC-$1.95 PLUS POSTAGE
DESCRIPTORS	Behavioral Sciences; *Biculturalism; *Bilingual Education; Bilingual Teachers; Cross Cultural Studies; Elementary Education; *Interdisciplinary Approach; Linguistics; *Mexican Americans; *Performance Based Teacher Education; Professional Education; Social Sciences
IDENTIFIERS	*Distinguished Achievement Awards Entry

ABSTRACT

The Bilingual-Bicultural Teacher Education program at St. Edward's University in Austin, Texas was developed in response to the needs of the Spanish-speaking children in Texas schools. The ultimate goal of the program is the amelioration of the educational achievement of Mexican-American children in elementary schools by preparing teachers who will be able to effect change through their ability to: (a) assess needs, and (b) develop teaching strategies that will enable Mexican-American children to realize their fullest potential. The program is competency-based and comprised of four major components: Spanish language, linguistics, behavioral and social sciences, and professional education. Program graduates complete an interdisciplinary major in cross-cultural studies and receive a B.S. degree in elementary education and elementary provisional certification in Texas, with endorsement to teach in bilingual elementary schools. (The document includes a program summary and appendixes with supplementary material.) (Author/PD)

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1974 Distinguished Achievement Awards Program

American Association of Colleges for Teacher Education

ENTRY FOR:

St. Edward's University
3001 South Congress Avenue
Austin, Texas 78704

BILINGUAL-BICULTURAL TEACHER EDUCATION PROGRAM

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SUMMARY

The Bilingual-Bicultural Teacher Education Program at St. Edward's University was developed in response to the needs of 500,000 Spanish-speaking children in the Texas schools. Current research in literature together with recommendations from bilingual educators from all over Texas served as the basis for the development of the program, which is described in detail by the director of the program, Sister Marie André Walsh, IHM, in a doctoral dissertation, THE DEVELOPMENT OF A RATIONALE FOR A PROGRAM TO PREPARE TEACHERS FOR SPANISH-SPEAKING CHILDREN IN THE BILINGUAL-BICULTURAL ELEMENTARY SCHOOL, University of Texas, 1971.

The ultimate goal of the program is the amelioration of the educational achievement of Mexican-American children in the elementary school through the preparation of teachers, who, bringing unique linguistic and cultural competencies to the bilingual-bicultural elementary school, will be able to effect change through their ability to assess needs and to develop teaching strategies which will enable Mexican-American children to develop to their fullest potential.

The program is competency-based, comprising four major components: Spanish language, linguistics, behavioral and social sciences, and professional education. Graduates from the program complete an interdisciplinary major in Cross-Cultural Studies and receive a B.S. Degree in Elementary Education along with Elementary Provisional Certification in Texas with endorsement to teach in bilingual elementary schools.

The unique design of the program, its selective admissions policies, its replicability, and its bilingual-bicultural orientation represent a major contribution to the improvement of teacher education.

CASE STUDY

INTRODUCTION This case study represents one of several efforts on the part of St. Edward's University to respond to the needs of the Spanish-speaking population of Texas. A report by Andersson and Boyer (1969) revealed that approximately 80 percent of these children were failing the first grade, 55 percent beyond the first grade were two years behind grade level, only 20 percent of those who entered the first grade were graduating from high school, and the dropout rate among these children was twice the national average. The dramatic profile of the depressed educational achievement of this population clearly reveals that the school has failed to meet the educational needs of Spanish-speaking children, and that the most crucial years in their education are the elementary years.

HISTORY On January 13, 1971, St. Edward's University invited educators and research personnel working in bilingual education in Texas to a conference to assist in defining the unique competencies needed by teachers of Spanish-speaking children (Appendix 1). Current research in literature together with the recommendations of the participants in the conference served as the basis for the development of the program.

Created within the framework of the Center for Teaching and Learning, the Bilingual-Bicultural Teacher Education Program, the first four-year program of its kind in the U.S. (Appendix 2), was given a five-year approval as an Experimental Program by the Texas Education Agency, July 1971 (Appendix 3).

PROGRAM DESIGN The ultimate goal of the program is the amelioration of the educational achievement of Mexican-American children

in the elementary school through the preparation of teachers, who, bringing unique linguistic and cultural competencies to the bilingual-bicultural elementary school, will be able to assess needs and to develop teaching strategies which will enable Mexican-American children to develop to their fullest potential.

Departing from the present design at St. Edward's for the preparation of elementary teachers, the program substitutes an interdisciplinary major in Cross-Cultural Studies for a major in a single academic area. The interdisciplinary major is justified on the basis of the specific needs of the teacher for Spanish-speaking children which transcend the limits of any single academic area. The program is competency-based, comprising four components. The language component aims at developing in the teacher the ability to use Spanish as well as English as a medium of instruction in the major content areas of the elementary school. The linguistic component, comprised of comparative and applied linguistics, enables the teacher to deal with problems related to the oral language development of the bilingual child. The cultural component, a combination of behavioral and social sciences, provides the teacher not only with knowledge of the cultural heritage of the child, but also with an understanding of those psychological and sociological factors which influence the child's responses to the learning situation. Assuming the other three components as tools, the fourth component, professional education, prepares the teacher to provide an orientation to learning experiences which will guarantee to the Spanish-speaking child an opportunity to achieve in the public school. All methodology courses have a dual language orientation and both languages are used in instruction. Graduates from the program receive a B.S. Degree in Elementary Education with a major in Cross-Cultural Studies as well as

Elementary Provisional Certification in the State of Texas with endorsement to teach in bilingual schools (Appendix 4).

PERSONNEL INVOLVED The interdisciplinary nature of the program demands a wide range of competencies among the faculty involved. Eight of the nine faculty members directly involved in the program have doctorates:

Dr. Glenn E. Hinkle	Dean: Center for Teaching and Learning
Dr. Marie A. Walsh	Professor: Applied Linguistics and ESL
Dr. José A. Torres	Asst. Professor: Bilingual Methods and Folklore
Ms. Nell Norwood	Instructor: Spanish Language and Linguistics
Dr. Virginia F. Dailey	Assoc. Professor: Linguistics and English
Dr. Don E. Post	Assoc. Professor: Sociology and Anthropology
Dr. Emma L. Linn	Assoc. Professor: Psychology
Dr. Madeleine S. Weber	Assoc. Professor: Education and Psychology
Dr. Olive B. Wheeler	Professor: Elementary Education

From the inception of the program, educational leaders from across the State of Texas have been invited to provide in-put into the program. Reference has already been made to the January 13, 1971 conference for defining teacher competencies. On September 28 - 29, 1973, an advisory conference was held for the purpose of keeping the program up-to-date on the latest developments in bilingual schools and for receiving suggestions for revisions of the on-going program (Appendix 5).

BUDGET The budget allocation for the program is commensurate with budget allocations in equivalent academic areas in the university, with one major exception. Recognizing the economic plight of the minority student, the university has made an annual allocation of institutional funds in the form of grants to students in the program. The

first year an allocation of $15,000 was made. In successive years, that amount has been increased proportionately to accommodate increased enrollment. No outside funding, as yet, has been made available to the program.

CONTRIBUTION TO THE IMPROVEMENT OF TEACHER EDUCATION

Several unique characteristics of the program account for its contribution to the improvement of teacher education:

- o A Program Totally Designed to Meet Needs of the Spanish-Speaking Child. The program first examined the specific needs of the Spanish-speaking child, then defined the teacher competencies needed to meet those needs, and finally designed a four-year program to develop those competencies. As such, the program is the first of its kind in the United States (Appendix 6).

- o Selective Admissions Policies. Recognizing that students from the barrio and from the migrant stream often possess hidden strengths which place them in a unique position to understand children from similar backgrounds, the Admissions Office works with the Program Director to identify high-risk students who seem likely to succeed. Through individual advisement and assistance, students progress through the program at their own rate.

- o Replicability. The program pre-dates by two years the Texas law for implementing bilingual education in the schools. The remarkable similarity existing between the competencies defined by the program and those promulgated by the bilingual certification code, June 1974, is no mere coincidence (Appendix 7). The program

had been seriously examined for purposes of replication by educational agencies throughout the country (Appendix 8).

- o Bilingual-Bicultural de Facto. While Spanish-speaking students comprise the majority of students enrolled in the program, Anglo students, represented on all levels of the program, contribute much toward the preservation of a truly bilingual-bicultural atmosphere in the program.

EVALUATION True evaluation of any product can only be made after the product has been placed on the market. The first group to complete the program will graduate in May 1975. The first graduate, August 1973, was the first person in Texas to receive bilingual endorsement under the bilingual certification code, promulgated June 1974. He is presently responsible for the computer records system in the Pre-School and Migrant Division of the Texas Education Agency. The second graduate began her first teaching assignment in the Austin ISD, September 1974. Constant requests from local educational agencies to sponsor workshops, to cooperate in conducting them, to serve as consultants reflect a positive evaluation of the program on the part of these agencies (Appendix 9).

While internal evaluation is constantly taking place, in the Spring of 1976, when the first group of graduates nears the completion of their first year of teaching, a three-year follow-up study will be initiated. This study will become one of the prime tools for assessing the effectiveness of the program and a major source of information regarding needed revisions.

APPENDICES

APPENDIX 1

REPORT ON

Bilingual-Bicultural Teacher Education Conference*
St. Edward's University
Round Table Room, Dining Hall
January 13, 1971

On January 13, 1971, St. Edward's University sponsored an all day Conference for the purpose of designing a program for the preparation of bilingual-bicultural teachers.

The participants in this Conference included:

Dr. Theodore Andersson
Director of Bilingual Planning
and Evaluation Project
Southwest Educational Development
Laboratory
800 Brazos
Austin, Texas 78701

Mr. Marshel Ashley
Dir., Research & Development
Austin Ind. School District
6100 Guadalupe
Austin, Texas 78752

Miss Maria Barrera
Coordinator for Bilingual Education
Education Service Center, Region XIII
6504 Tracor Lane
Austin, Texas 78721

Dr. Mildred Boyer
Associate Director of Bilingual Planning
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Southwest Educational Development Laboratory
800 Brazos
Austin, Texas 78701

Mrs. Emma Galindo
Coordinator of Bilingual Education
Division of Instruction
Austin Public Schools
6100 Guadalupe
Austin, Texas 78752

Mr. Alonzo M. Perales
Bilingual Program Development Center
San Antonio Ind. School District
623 South Pecos
San Antonio, Texas 78207

Miss Hermalinda Rodriguez
Principal, Zavala Elem. School
310 Canadian
Austin, Texas 78702

Mr. Donald Schmidt
Assistant Director for
Elementary Education
Austin Public Schools
6100 Guadalupe
Austin, Texas 78752

Mr. Charles Schulze
P. O. Box 1344
Irving, Texas 75061

Dr. Mark W. Seng
Foreign Language Education Center
The University of Texas
Austin, Texas 78712

Mr. Juan D. Solis, Director
Office of International and
Bilingual Education
Texas Education Agency
201 E. 11th Street
Austin, Texas 78701

Mr. Alberto Villarreal
Director, Bilingual Program
Development Center
San Antonio Ind. School District
623 South Pecos
San Antonio, Texas 78207

Dr. Edward Vodicka
Division of Teacher Education
and Certification
Texas Education Agency
201 E. 11th Street
Austin, Texas 78701

and the following members of the St. Edward's faculty -

Mr. William Benton
Assistant Professor of English
Director, Latin American Program

Dr. Virginia Dailey
Associate Professor of Linguistics
Associate Academic Dean

Brother Fabius Dunn, CSC
Professor of History
Chairman, Department of Social Sciences

Sister Mary Mercy Geohegan, IHM
Associate Professor of Sociology
Chairman, Dept. of Behavioral Sciences

Mr. Glenn Hinkle
Associate Professor of Education
Director, Center for Teaching and Learning

Sister Mary Kevin Kenny, IHM
Associate Professor of History
Director of Student Teaching

Mr. John Knudsen
Instructor in French
English as second language

Mrs. Ines Ordonez
Associate Professor of Spanish

Brother John Perron, CSC
Instructor of English

Mr. Don Post
Instructor in Sociology & Anthropology

Sister Marie Andre Walsh, IHM
Director - Language Laboratory
Associate Professor of French

Brother Stephen Walsh, CSC
Academic Dean
Asst. Prof. - Education

Sister Madeleine Sophie Weber, IHM
Assistant Prof. of Education and Psychology

Mrs. Olive Wheeler
Associate Professor of Education
Director of Elementary Education

Mrs. Lesley Zimic
Associate Professor of Spanish

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*Although initially announced as a "bilingual conference," the conference participants were unanimous in agreeing that bicultural should be included in the title of the report.

The schedule of the day's activities is attached to this report as Appendix A, and includes the two discussion guides employed in the morning sessions.

This report proposes to summarize the Conference and to present highlights of the discussions. The entire Conference was audio-taped, and the complete typed transcript runs to 177 pages. The discussions were stimulating, animated and provocative, and it is the unhappy task of the editor to attempt to encapsulate the spirit and ideas which abounded in this report.

Opening with a welcome by Brother Stephen Walsh, Academic Dean, the participants were assured that St. Edward's University had made a commitment to begin a BL-BC Teacher Education Program in the fall of 1971. The program was then turned over to Sister Marie Andre Walsh, IHM, the newly appointed Director of Bilingual-Bicultural Teacher Education at St. Edward's. Sister summarized her survey of the current state of bilingual-bicultural teacher education. The complete text of her remarks is as follows:

> "As one of the initial steps toward getting a program underway for the training of teachers for Bilingual Elementary schools, in mid-September I sent a letter to the 50 State Departments of Education requesting information in three areas. The first was the name of the state program director for Bilingual Education (if such a program existed), the second was the name of any college or university in the state which had a program for the training of teachers for the Bilingual Elementary School, and the third was the requirements for Teacher Certification in Bilingual Education, if such existed. And if no requirements existed, when did they expect that such requirements might be implemented. My survey is almost complete. Only two states have not been heard from, California and Vermont. I know some very exciting things are going on in California, so I am hopeful that I will get that information as to whether or not they have actually in existence a teacher training program specifically for the Bilingual school--that's the big question in my mind and one that makes me very anxious to hear from them.
>
> "I then sent a communication to any college or university that the State Teacher Certification Officer, or the Chief State School Officer, identified as having a program for the training of teachers for the Bilingual Schools, and in addition I asked a few basic questions about programming. Now, seven states have identified a State Program Director for Bilingual Education, and this person is not the regular Foreign Language Consultant for the State, nor is this person an ESEA Director or Coordinator. Thirteen states indicated that programs did exist. The total number of programs identified to date are 15. Now, out of these 15 programs, 7 are graduate programs, 4 for the elementary school, and 2 for the secondary school. But, in all these programs, in all instances, Bilingual Education is treated as a cognate. There are four undergraduate programs to date that I have been able to identify--three in Texas. One at Our Lady of the Lake for Elementary School, one at Texas Women's University for the Elementary School, and one at St. Mary's University in San Antonio for the Secondary School.

Now, it may be possible that there are others, but these are the only ones I have been able to locate through the channels I mentioned previously. In the state of Wisconsin, there is one program at Mount Mary College, and that's for the Elementary Teacher. Now, five of the colleges and universities that were identified by the State Departments of Education have not answered yet, so I can't respond for them. Three are in Arizona, one is in New Mexico, and one in Rhode Island. Just yesterday, late afternoon, I received a call from a gentleman in Corpus Christi who informed me that he was working in a program that is colaborated with Columbia University for the training of teachers in the Bilingual School. So I can add that one to my list. (I did not have it at the time I wrote up my survey.) Now, in my survey, I made no attempt to identify programs that were related to ESEA, or ETEA projects, Tesel (?) programs or Teacher Core Programs. I was concerned solely with programs that had as a specific objective to train teachers for the Bilingual School. Now, what seemed evident from the survey, is that we are preparing to 'plow in virgin soil' so we're going to need your expertise in the selection of the seed, helping us plant it and water it, and hopefully there will be a fruitful harvest.

"In preparation for our discussion, I would like to indicate one other point that bears directly on the reason why we have set up the discussion questions as we have. Some members of the group are familiar with the terms 'competency based' or 'performance based' program. Others are not. So that all of us may have some equal ground on which to function, I'd like to review briefly a trend in teacher education that is presently underway in the country.

"In 1967, the U.S. Office of Education initiated a three-phase project for the re-structuring of the training of Elementary Teachers. Phase I, in October of 1967, involved the issuing of a request for the development of proposals on educational specifications for comprehensive undergraduates and in-service teacher education programs for elementary teachers. In March of 1968, the Bureau of Research awarded nine contracts to design conceptual models for programs for the training of Pre-Kindergarten and Elementary Teachers. These models were completed in October of 1968.

"Phase II of this project involves a feasibility study regarding the development and the implementation and the operation of these programs. And during Phase III, the U.S. Office of Education hopes to be able to support the implementation of some of these model programs.

"Each of these teacher education models begins by defining the role or the complex of roles of the teacher who will be working in the schools from 1975 or later. The models give a description of the teacher and of the learning environment in which the teacher will operate. And from the description of the role of

the teacher, and the learning environment, the models have determined the kinds, and the number of behaviors or competencies for which the program of preparation is to be developed. So, programmed goals, then, have been based on an analysis of the acts and the conditions of teaching, rather than on the presumed values of standard curriculum offerings. So, this planning then, places emphasis on teacher behavior, and then justifies the knowledge in terms of that behavior. Programs organized according to such a plan begin with a behavioral objective, and then specify the knowledge and the kinds of experience the student must acquire in order to perform at a predetermined criterion level. Groups of behaviors stated in terms of learning goals and more or less specifically defined govern the organization of the learning experiences. Program design is directly related to the statement of the behavioral objectives rather than to the customary curricular divisions. The development of such a program, commonly termed 'performance based' or 'competency based' does not necessarily imply the doing away with all organization by content, but more specifically, it will take a closer look at the skills required for the teacher to function effectively and then design content areas and learning experiences which are directly related to the development of the required skills. The ability to demonstrate the acquisition of predetermined skills could replace the present practice of completing a certain number of required courses. This past Fall, the Texas Education Agency, under the direction of Dr. Edward Vodicka, sponsored two workshops for the purpose of informing College of Education faculties about the nature of 'performance based' teacher training programs. In view of the present trend toward a performance based approach to teacher training, questions we shall be asking this morning in our discussion groups center around the identification of the competencies needed by the teacher in the Bilingual Elementary School. Once we have identified the competencies, we can develop the courses, then the experiences. You will note that we've set up some discussion guidelines and included what seemed to be key issues. We do not consider this in any way definitive and we hope to get your reactions to these questions. We also invite you to suggest any additional questions which we should need to consider."

The remainder of the morning was devoted to small group discussions. The participants were divided into two groups. For the purpose of this report, a number of themes have been abstracted from the discussions. Some of these themes are related to the basic assumptions found in Appendix A. For the most part, these based assumptions went unchallenged and favorable consensus was achieved.

THE CHILD LEARNS BETTER WHEN HIS FIRST LANGUAGE IS USED AS THE MEDIUM OF INSTRUCTION

No one doubted the validity of this assumption, but there was considerable discussion centered on how one ascertains the child's first, dominant, or stronger

language. It was agreed that a Spanish surname was not an index of the child's first or stronger language. Moreover, as Dr. Andersson pointed out, "a child's first language is not necessarily, at the moment he goes to school, his dominant language. He may already have lost the use of his first language [Spanish] to the point where English has assumed the dominance."

Discussion Highlights

Mr. Ashley -

> "Many of our Latin American people right here in Austin, Texas have English as their first language in their homes right now. Many of our kids cannot speak Spanish at all. Many of their parents can't speak Spanish at all. I've talked to so many of them. Many kids that I've talked to just recently say that the only time they really hear Spanish is when they go to their Grandparents' -- 'we can't speak it, but we understand it. We never speak Spanish at home.'
>
> "I think that one of the frustrations that happens in teaching is when Johnny Rodriguez goes to school, many Anglos think immediately that the language he must speak at home is Spanish. When, in fact, they may not even want to speak Spanish."

Mrs. Galindo -

> "I think that we are that way here in Austin, and in other cities also, like Dallas, and Ft. Worth, but the culture is still Spanish."

Mr. Solis -

> "You see, basically, they're monolingual English speaking, because they're scared to death to use the Spanish language."

Miss Barrera -

> "I'm not so sure that the children really speak only English, and I think one of the reasons is that when they come to school and they do speak only English, or they pretend so, is the fact that they have associated school with English, and that's all there is to it. They will not use it. But not because they don't speak the language."

* * * * *

Mr. Solis -

> "Bilingual Education does indeed mean different things to different people. It is not all that easy to give you a very sweeping, one statement definition of what Bilingual Education is. I will however, tell you what the State Board of Education policy on Bilingual Education is. It encompasses the total educational process of the child. It merely says 'what we want children to learn - we want children's intellectual growth to take place.' Now, this does not mean that their

intellectual growth has to be one-sided, as long as they're growing intellectually, and we're using the two mediums to accomplish this. Bilinguality is a product of the process. I can see where some people, as soon as they hear Bilingual Education, the word that ticks is 'Spanish.' Not so. It's a process where we want the child to grow intellectually as well as in the acquisition of the basic English language. If this child is being taught in English, and by virtue of the fact that we want him to learn English, we are not teaching him any of the concepts that he needs for understanding, because he's not understanding these concepts in English. Then, we're asking this child to get into a can and grow only in English and not grow intellectually.

"We feel that the average child that is non-English speaking, that comes from a non-English speaking home, or a Spanish home, does come to school with quite a bit of a negative self-concept. He's already been confused sufficiently enough to begin thinking, 'my Daddy speaks to me in Spanish. My Mother speaks to me in English. Both my Daddy and my Mother would hope that I would speak to both of them, but what am I to do?' And, then he goes to school and they say that English is going to be the language, and you've got to be proficient in it, because when one grows up he's going to have to function in English, and English alone, and then he's all confused. There's another factor of Bilingual Education. The child needs recognition as a self-entity, as a human being, and as such, he ought to be told, 'Well, Jose, if you know English and Spanish it would seem to anybody, except the nationalistic-minded people of the world, that you're worth quite a bit more than merely being able to function in one language.' But again, language alone is not Bilingual Education. The teaching of Spanish and English as languages is not the total picture."

On Language Assessment

Mr. Ashley -

"What is his first language, really? The one he associates with every day at home, and with his playmates... What is this child's first language? I think you have to identify that...

"My experience has been that the greatest opposition that I'll have if I'm trying to establish a Bilingual Program has not been from the Anglo population; it has been from the Mexican-American population. And so, again, to me, just getting very specific in responding to this particular question, if a child does perform better in his first language, which I think he does, I think first we have to identify what that first language really is if you're thinking about the individual child. I'm not sure how you'd identify what his first language is..."

Mrs. Galindo -

"The teacher has to do an individual language assessment to find out what the child's first language is. Usually the English that the child brings to school is environmental English and he's not speaking complete sentences--just choppy words here and there, like naming things and not putting them together in complete sentences. Very few are the ones that can carry on a conversation in Spanish. Maybe they can follow some instructions. It's mostly environmental English that they know."

Mr. Ashley -

"You're talking about the low socio-economics."

Mrs. Galindo -

"Well, in groups I have worked with, that has been my experience. But, I'm sure that others, the ones you're talking about maybe, have been read to and know how to express themselves. But in our section, I have had experience only from those who know their environment, and I can usually go around and talk to each one and find out whether that child is more inclined to use English or Spanish ....individualized instruction has begun with that..."

Mr. Ashley -

"What is language assessment? I would like to hear from Miss Barrera and some of you people. Of this generation's children, what is his first language?"

Dr. Boyer -

"You can't generalize. It has to be for every child, and I believe that 'first' in a sense, means <u>stronger</u>. Each child learns in whatever his stronger language is."

Mrs. Galindo -

"Maybe this will help straighten things out--we talk to the children in Spanish at the beginning and it's quite an adjustment. And the children will just snicker and laugh and won't respond at all. They're feeling you out, trying to find out if you really mean it or not. And then after a while, the ones that do speak Spanish at home come out and respond, after two days, maybe three. And even maybe some of them in two weeks or so. And then the ones that mix the Spanish and English are inclined to speak in Spanish when they hear the teacher speaks and accepts that language and makes them feel very at ease with that language. And then the ones that speak English all the time want to learn the

Spanish. And we find those that are monolingual, or rather, English inclined. The majority are inclined to Spanish in this group I've worked with. Do you find that?"

Miss Barrera -

"If you go around the state, if I were to go into a classroom in the Valley, I know what I'm going to find. The child will be Spanish dominant, more than likely, and you'll find some that aren't. But I think the ones that aren't will be primarily your middle-class Spanish speaking people. Now, if you come up here, you'll find that the children really use a mixture of the language, but their larger vocabulary is Spanish. Here again, it all depends. I can go 30 miles to Lockhart and I'll find that the children are Spanish dominant. But now, here's a rural community, you see, and I would get non-English speaking children in the classroom. It all depends. You can't generalize, but you can say that in the larger urban areas like San Antonio, Corpus Christi, Austin, etc., you will have children who speak both languages. But we have to some extent developed some kind of language dominance.

"People like Mrs. Galindo can listen to children and draw them out and it won't take her too long where she can get them to speaking Spanish without feeling self conscious. But, this is not true in all classrooms. It takes us about two months just to get the children to feel comfortable in speaking Spanish. They've grown up with this idea of excluding English and that's all there is to it. Some people tell me 'Well, you say that children speak Spanish, I say they don't.' How many times have they been in the classroom? It takes us two months. Now after two months, you get a very happy balance of both languages. But here again, if you could start out at the beginning of school, it would be tremendous."

The Monolingual Teacher in a Bilingual Program

In the course of the discussion, a recurring idea was that of the role of the monolingual teacher, whether he be Spanish surname or Anglo. Such a person could be particularly valuable on a teaching team. Mr. Solis pointed out that there was a need for from ten to twenty thousand bilingual teachers. Considering the great need, it was apparent that a monolingual teacher who had an appreciation for the Mexican-American culture could be an asset.

Miss Barrera reported that by adding a monolingual teacher to a bilingual class, the more positive attitude was developed towards the entire program. Several participants reported that for too many, the bilingual program meant instruction in Spanish and that involvement of teachers who could not communicate in Spanish emphasized the dual language concept.

Mexican-American Culture

Bro. John Perron -

"From my experience, I taught for 7 years in San Antonio ....and this is the question in my mind---I had a few Spanish speaking students who had some knowledge of and respect for what I consider the Latin American and Spanish civilization and culture---you know on a high level. That is, they have read some literature, they were familiar with the history, they had appreciation for the artists, and that type of thing. Then, I had a few Spanish surnamed students and people who it seemed to me spoke in a dominant language of English and who had pretty much acquired the Anglo-Saxon civilization and values in their way of life. But the majority of students in the school were in the lower socio-economic strata of life in the community whose culture--they spoke Spanish mainly--I would say that was their first language--but, I'm not quite sure I understood, or understand now, what their culture really was because it was not the culture of Spain and Latin America that I knew, but it was more of an indigenous kind of culture. It seems to me---aren't there different levels of culture among Spanish speaking people in the State of Texas? Those who are really educated in Spanish have that cultural background comparable to that of English speakers, but for many Spanish speaking students in our schools, they really don't have that kind of Spanish culture. They have some other kind, which I really don't understand."

Mr. Solis -

"...I will accept this idea that we're not homogeneous, but I will not accept that idea that we belong to different cultures because we're from the same stock. Now, I will also go beyond this and say that we're neither 'Mexican' ---and by virtue of the fact that I say that I'm not a Mexican, I don't think that it's going to be very worthwhile to dwell only on Mexico and Central and South America and expect this child to gain some idea and cultural appreciation of his cultural heritage. I would move into the idea that we do have a very distinct...Mexican-American culture that is neither Mexican, nor is it Anglo. But you see, we're undergoing the growing pains right now and sometime, somewhere in the future, we will ultimately realize that we do have a Mexican-American culture, and a set of values that is comprised of both Mexican and American culture..."

Miss Barrera -

"It all depends on economic levels, and this is true of any group--your economic level is going to determine the things

that you value, the things that you don't...for instance, your low economic Mexican-American, your Anglo, Negro--they're going to have very similar characteristics and it's the same thing in your Mexican-American culture. I think you were referring to the fact that some of them knew about their cultural heritage perhaps more so than others, and I think that you also stated that the economic level had something to do with it. Well here again, your being able to afford some things makes more of a difference. So really, every culture has this same thing.

"You will find again within that group some that are very conscious of their background, and then you will also find your Mexican-American who perhaps has more of a Spanish influence, and if you go back in history you will find that the Mexican-American who has ancestry from Spain will almost always bring it out because this is above the level of the 'Mexican'--you know what I mean; and so we have all these things to contend with. And we will find in this low economic area that those parents are very proud of the fact that they have a Mexican culture. And they transfer this to their children; they come to school with little songs that I remember when I was a little girl that we've discovered are completely disappearing. The tongue-twisters, games, songs, etc. we learned and are familiar with, these children have never heard of. And, when we ask the parents about these things, they seem to have forgotten about them. They're not transferring these to their children anymore... but, when you're concerned with teacher training, I don't see any way you could really say that the teacher that comes out of this institution will be very sensitive to the Mexican-American culture unless that person lives within the group. You know this is going to be the same kind of college course we've had in college for the last I don't know how many years, where you get a lot of theoretical background, and they tell you, now, this is the way the Mexican-American <u>is</u>, but you really can't say that. What you can say is, here is some of the history of these people, and more or less give them a sort of 'one-eyed' view of what their cultural heritage is, but when it comes to values, I'm not sure that you can teach a person--here are the values of the Mexican-American--because it'll all depend, again, on economics."

Mr. Ashley -

"Economics help to greatly determine the experiences that kids have in school and throughout their educational lives, and those experiences help to determine the culture that they're going to operate in, or they may help shape the culture..."

Mr. Post -

"I think culture is not determined by economics as a culture gives meaning to economics. You can take someone from Central

MeLai and give them $2 million and he's going to place meaning on that form called money in a completely different way than someone from another culture. And I think that, taking our own Anglo type of Economic cultural definitions and placing them on Mexican-Americans in an economic kind of bracket--it's an erroneous kind of assumption. Because o they're bringing to that economic level that they're in, whether it's $50,000 a year, or $20 million, their own cultural definitions, and that's true with any kind of form. And I think the problem of dealing loosely with the concept of cultures is something that comes out in anthropology itself because it's such an Amorphous kind of concept. I don't think that you can take something like economics or any other one social factor and determine the culture."

Dr. Seng -

"If you think in terms of a student who you'll have next year, if you look at these students, it would seem to me to be rather important that these students going into Bilingual schools should know what kinds of things are important for Mexican-Americans....here's one you can shoot at, and that's the concept of the large family. It would seem to be a very important thing. I think that the concept of Christmas is quite different than the American culture. It just simply is a revelation for many Anglos...it would seem to me that an appropriate objective would be that these students should have some idea as to what some of the things are which many Mexican-Americans feel are important. And, it would seem appropriate to me that these teachers really accept them as being worthwhile. I don't mean that he has to accept them himself, but at least to respect the judgment of the Mexican-American to say this is important, rather than reject it. If the Mexican-American says, I really wish to become rich, or I really wish not to become rich...the Bilingual teacher should say, 'well, that makes sense to me.' This is important; I think that perhaps there are some things which a Bilingual teacher or a teacher in a Bilingual school should know about. And further than that, I would suggest that it is rather important to get some idea of the person's attitude toward these things. And, if you get a person whose husband is going to the university, and she'd like to get a job in Austin, and she'd like the job for three or four years and she speaks Spanish fluently, but she couldn't care less about these Mexican-Americans---I think that it's rather important to get some idea about this before that person is sent into a classroom with the effect that you get Bilingual teachers who really reject having to work in Mexican-American values and the child is going to pick this up. So, what I'm suggesting is that perhaps in your program identify some things which seem to be important and further make an attempt and you're going to fall flat on your face like everyone else in trying to get at how your students feel about these things. But, if you find some students coming through with some very strong biases or prejudices you can give them---------or some other appropriate experience at least it might make them more aware."

Sister Madeleine Sophie suggested a practicum which included an extensive experience in a Mexican-American neighborhood. She received enthusiastic approval of this recommendation. It was the consensus that the more practical the experience, the better.

Language and Culture

Mr. Solis -

> "I think that teachers today, with real high intensive language learning activities can learn sufficient Spanish. And, I'm not saying that they have to be proficient. But sufficient Spanish, to really be able to detect the subtleties of the culture without it, would not be possible.
>
> "I mean sufficient enough to be able to tell why it is that a Mexican-American child reacts the way he does when, to cite an example, the teacher says, 'Juanito, stand up.' And, Juanito stands up and looks around the classroom, and he notices that there are some frowns in the classroom, and he wonders whether he's done the right thing or not. Then he begins to think...'well, now how would there be a way by which I could 'lift myself up off the floor' ' as it were, when the teacher says, 'now you may sit down,' BUT THAT the minute he sits down the teacher says, 'Sit up, Juanito.' Well, what other way can you sit? There are subtleties here. The reactions of these children are confused reactions. And, the teacher can't understand why he reacts that way. The very first thing that comes to her mind, if she's real irritated is, 'Why you dumb little thing; where have you been?' Well now, she may not SAY this, but she's going to indicate it. But let me say this, she doesn't HAVE to say it."

Mr. Knudsen -

> "The question is of how much language and what kind of language...it seems to me that what you want to say is that you want to learn a sufficient amount to gain first the attention and second the respect of the student, and in some other cases, to gain the respect of the parent. This is not a function of language; it is a function of the cultural situation and there's no point at which you can say you gain an individual's respect. If you learn a little bit of Spanish as an indicator, you seem to relate well with the student--they like you, they respect your effort to try to learn something that belongs to them. If you learn a little bit of French, you'd better keep your mouth shut--so apparently with Spanish you're luckier because you don't need as much, but the reason you don't need as much, one reason, is that they'll give you the respect on a linguistic level a lot sooner. But the other point that you want to learn language for, so that you can communicate and know the difference between 'sit up' and 'sit down.' There are empirical

matters which reflect the differences between languages as empirical things.

"So you have an empirical question, what are the contents? What is the function? What is the structure of the language, and how are they related and how do they interact? And the second is, how much cultural language do I need in order to gain the respect of the individuals I'm working with? They're not the same point.

"May I suggest then, that if we're interested primarily in Conversational Spanish, and in Spanish so that we can go into the Fifth Grade Science classroom and teach it, that we utilize in the college curriculum the Berlitz technique of teaching conversational Spanish.

"It works! There are millions of people in this world right now who speak Spanish as a result or as products of the Berlitz technique and other similar techniques. The trouble on the university is, that nobody really knows why they want to teach Spanish or Chinese or French or whatever it is. They've got their own academic values within the liberal arts tradition so messed up that they've forgotten what the normal function of language as an academic discipline is, no less being able to train somebody to communicate. So you've still got the question, 'Why are we training a teacher to be bilingual?' And then, when you decide that, you can worry about how far you've got to be, how much language he's got to know is the function of what he's got to do with it. If he's going to do as Bro. Stephen suggested--do testing and diagnostic work, then he heeds very little. But, if he's going to teach in the fifth grade classroom, he'd better know a heck of a lot."

There ensued a rather lengthy discussion about the degree of proficiency required in Spanish. It was generally agreed that the candidates in this program should strive for fluency in Spanish. Moreover, there was emphasis placed on the study of vocabulary pertinent to the elementary school curriculum. The questions related to language proficiency related to disagreements with regard to what constituted sufficient knowledge of Spanish. Not too surprisingly the group, including two Spanish professors, agreed that the typical college Spanish major would not prepare a candidate to teach in a bilingual school.

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Discussion Highlights

Miss Rodriguez -

"I think the approach is important...I think that it should be approached in the...situation...with respect and almost humility. This is what's so hard for teachers to take..... the attitude of the approach is of grave importance. One of the things that needs research is our way of communicating, the

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Spanish that we use--we have taken words from the English and made them our own. We are a different group. We have roots in Mexico, but we're not Anglo, we're not Mexican--we're in between. That's what the Chicano movement is all about, La Raza Unida---it sounds like the militants have taken over sort of; I know it rejected the thing Chicano, but I have gone to some of the...well, I went to this study that was here in Austin....and I'm beginning to understand what they're talking about. And I think that when teachers say to a child, 'you're kind of Spanish is not the 'real' kind,' they're damaging the child; you're again rejecting the child in his very own home.

"So we have not had any instruction...remember that...ever in our language. It's just a miracle that we've kept it. And then we get someone trained in Spanish---what they call Castillian Spanish, ...non-Spanish speaking people have the idea that if they learn something out of a book, that it's the only acceptable thing. Now let's talk about language. What is language for? It's for communication....we communicate.....

"And you can't evaluate on the knowledge of what you may have.....about say Mexico or Spain. You don't belong there --- yes, our roots are there, our beginnings are there, but we're a different group."

Mr. Perales -

"I have no affinity for Spain like some...talk about Spain. And now then, Mexico...the Aztecs. Why should I have affinity with the Aztecs at all. I eat their tortillas, yes, MAIZE, OK, fine, but, my ancestors are from Texas and the U.S. ....my grandparents were born here in Texas; I have no affinity toward Mexico. I like their Music, and I like their dancing. But this is very difficult...in a Spanish class, particularly, the textbooks are prepared for the monolingual child. And all the culture in those textbooks is always South American and from Spain, and never the people of the Southwest....I don't know what my roots are...I'll tell you what, I'm interested in now and tomorrow."

Mrs. Zimic -

"....solve this problem....what is your background? What is that other culture that you're teaching? Because if it's not Spain and it's not Mexico and not....what are you?"

Dr. Andersson -

"First of all, you have to understand the culture concept. In the second part, you have to understand the nature of languages. I'm not real confident to talk about the culture concepts; Sister Mary Mercy is, but let me talk just for a

brief moment about languages. Any type of language which is used in a real, live fashion for communication as Hermalinda has just said, is a perfect form of language in its particular environment. And there is a horrible notion abroad that the language that is popularly called 'Tex-Mex' is not a respectable form of language. It is! It's a perfect form of language for communication by the people of....."

Mrs. Zimic -

"Is there an uneducated form and an educated form?...a fully educated Bilingual?"

Dr. Andersson -

"Well, let's say....let's use the term Tex-Mex as an abbreviation and as a form of language used by teachers that belong to this culture. This is the perfect way for them to communicate among themselves. Now this is not adequate for every need because they may wish to move out of their particular subculture and be able to communicate with other speakers of other forms of Spanish in those cases they have to learn the other form of Spanish or at least adapt, but the adaptation is relatively simple as Hermalinda suggested that a Tex-Mex can go to Spain and be perfectly well understood----can communicate adequately----this is true. And any speaker of any form of Spanish can communicate adequately in any other part of the Hispanic world...this is remarkable. So this notion of Tex-Mex squaring with so-called standard Spanish is I think ridiculous. One has to start with the Spanish that is spoken by the children. One has to respect the children and their language, and let them use it freely with encouragement to do so. This is the way they express themselves naturally and far from being non-verbal, they are very verbal, if we don't inhibit them. So a teacher needs not to inhibit them, to encourage them to speak. WELL then, do you teach them to write their form of speech? I don't really think that's necessary, personally. That's a personal opinion. I think that when it comes to translating a speech into writing, that it is perfectly possible to do this with what one might call a standard form of the language... and incidentally, the teaching that.....all this can be done very simply and very easily....and without disturbing the sense of security of the child."

Mrs. Zimic -

"....that a teacher can be equally well versed in all these different dialects?"

Dr. Andersson -

"He should be."

Mrs. Zimic -

"And we should include this in our program?"

Dr. Andersson -

"Yes, an understanding of the nature of the language, the nature of dialects, the relation of language to culture..."

Mrs. Zimic -

"And we should answer the children when they use a mixture of English and also use that same mixture of English and Spanish?"

Dr. Andersson -

"Not necessarily. If the teacher naturally uses say fósforo instead of metchi, I think if the teacher is humble enough and can indicate to the child that there's nothing wrong with using metchi but that the teacher is in the habit of using fósforo then, I think that this can be managed. If it can't be managed then I think the teacher should go to the child and use metchi until she's perfectly sure that the child is comfortable in the teacher's presence and can be understood. Nothing should be done to disturb the confidence and comfort of the child."

Mrs. Zimic -

"....where you have someone coming who has trouble in English, I'm not talking about the Spanish-American, I'm talking about perhaps a Black who might have a dialect that is completely unintelligible and.....communicating with an English speaking person. What would you do?"

Dr. Andersson -

"The teacher learns to understand. The teacher learns to understand and communicate...."

Mrs. Zimic -

"To understand in English?"

Dr. Andersson -

"Well, ultimately, standard English has to be learned also, because in order for the child to function in society, he has to learn standard English."

Mrs. Zimic -

"When?"

Dr. Andersson -

"----when he's comfortable, when he has become secure, when he has learned to use his own form of language for the purpose of learning and communicating.

"If all the values are clarified and right and supported, of course it's better to know two languages than one, or three than two, and so on. But only if the other conditions are taken care of. As it is now, people who are blessed with the ability of speaking and understanding Spanish, if they are not highly educated and highly accepted in an Anglo society, they are not regarded as being advantaged, quite the contrary. So here, again, you come right back to the basic values of a community or a society.

"The curious thing is that, of the 130 Bilingual Programs supported by Title VII today, in this country, I would venture as a guess that a considerable majority, maybe even a great majority, are not really based on this ideal of cultural pluralism. They are based on English as a second language. That is to say, that children who come into school with an inadequate knowledge of English are regarded as handicapped and the effort of the school and the program in many cases, and wrongly enough, is to use their own language as a way of strengthening English. Then you sweep the home language under the rug as quickly as possible. This of course, is a contradiction of the ideal of cultural pluralism and one with which I disagree and am really horrified."

Miss Rodriguez -

"The evidence of cultural pluralism is here always. For example, the recognition of this is what we need. We eat 'tortillas,' 'fritos,' Mexican Food, ...look at the counties---Guadalupe, Hidalgo...it's there. It's recognition of this that we don't have."

Sister Mary Kevin -

"This may not be too apropos, but I was just wondering myself about Austin. I don't know a great deal about the Spanish culture, but I have learned the pronunciations of some words, for instance, Manchaca...well, you know, that's not the way I learned how to pronounce this. And people are constantly correcting me. When I say 'Guadalupe' they say, 'it's Guadalup,' and so then I got into a discussion --well then, how is it that Austin has seemed to eliminate the Spanish pronunciation of some words? And then you go down to San Antonio and those same words get the Spanish pronunciation. This is all very confusing to me. Because, I'm not really Spanish-speaking, but I came down here, and I was

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really quite shattered at some of the pronunciations of streets and places around here---this was a surprise to me because I think I was giving them my version of a Spanish pronunciation anyway, and I found here they made no attempt at a Spanish pronunciation, whereas in San Antonio, they did. So, I find it quite confusing. I don't know what to think about Austin---if that's deliberate or what... "

Miss Rodriguez -

"The population of Spanish-speaking people in San Antonio is what---52% and this is a majority. And in Austin, it's 20%, so you see, in this we lose out. We have what I call an impossibility---a street, Arroyo seca, that's an impossibility in Spanish and those of you who are Bilingual know what I'm talking about..."

Dr. Andersson -

"Do you know the history of that, Hermalinda?"

Miss Rodriguez -

"No, I don't, but, it's from somebody that was ignorant of Spanish."

Dr. Andersson -

"Yes, that's right. Arroyo is a masculine noun and seca is a feminine adjective and it doesn't agree and it's wrong but the history of that is interesting. It used to be Arroya seco and somebody found out that this was a mistake, so it was 'corrected' to Arroyo seca, which is just as much a mistake "

Miss Rodriguez -

"This is the wierdest thing I've seen. I've seen comments in the newspaper about it, but do you think that anyone would change it? We have people coming from all over the world to the University of Texas--I've had several mention this..., 'Why don't you do something about it?' I don't know how to do something about it..., but, it's embarrassing."

Mrs. Zimic -

"Is this an indication here that it is a correct pronunciation? Your Spanish-speaking person is not necessarily going to say it the way it's written in the textbook. Is that the suggestion here, that there's only one way to pronounce Amarillo or....."

Miss Rodriguez -

"I think that certain things are established, like Amarillo (with l's). I say Amarillo (with l's) because if I say Amarillo (true Spanish pronunciation) the other party is not conscious of the fact that it should be Amarillo (correct pronunciation) and so I cannot communicate. It varies. There is a very well known Saltillo in Mexico and so when someone says Saltillo (with l's), it doesn't sound right. Llano would not sound right if I said Llano (Spanish pronunciation).....You wouldn't know what I was talking about. So, certain things you have to go along with."

Mrs. Zimic -

"But as your Spanish speaking child starts out pronouncing these things, in what I would consider Spanish, and then it is taught out of them. Is this what happens? In other words, they say, you can't pronounce them that way....."

Miss Rodriguez -

"------no, they're never going to say that."

Mrs. Wheeler -

"I think if we took a teacher who was educated in the Bilingual program and put them in a school that was largely English-speaking and started a bicultural, bilingual program there that this person would have to be very perceptive and able to communicate the culture in a way that would be sympathetic, versus teaching a culture as difference. I think that it would be up to the university to furnish that kind of education to every person, because they don't know where they'll be placed. It could be in a Bilingual School that is largely Spanish speaking, it could be in an English speaking one, but they should be able to interpret the culture....in a way that...."

Performance Based

Mr. Hinkle -

"What we're saying with the performance-based approach is that we feel it should identify competencies, and certify the Bilingual teacher on a competency hold, not necessarily specific courses that we've had in the curriculum up until now. In other words, we're not saying that if they show competency in one area, why should we have to go with this...if they're a native speaker, why should we say that they have to have 24 hours of

Spanish? Possibly we can give them some upper level courses to improve this, but, if they are competent, why should we require the additional courses?"

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Mr. Perales -

"I agree wholeheartedly on this; I just attended a seminar on competency-based education in Houston. I see this as one hope for the Mexican-American to be able to get out of this four-year, six-year, type of work to get out into the field to work where he's really needed. The shortage of Mexican-American teachers and specifically, bilingual teachers for bilingual education---then, on the other hand, there's another point here, and that is the entrance requirements that the university places on their students, which automatically leaves the Black and the Mexican-American out. Now, we just fought a long hard battle with the University of Texas over 35 teachers who are interns. What we asked them to do was to go ahead and accept these 35 interns on a performance-based type of thing, and then instead of entrance requirements, have exit requirements. If you do your job well as a university, then these people are going to be good teachers; there's no question about that. So, I would go along with this because there are many resources that a Mexican-American individual has in a bilingual program that the universities have not been able to identify or define yet. And these are to be had, of course. So, I don't see how we can get away with competency based education. Not only that, it's nationwide and you're going to be pressured into going along with it. I really think there's no question at all."

Dr. Andersson -

"If it's not an impossible goal, I don't think it is...If you succeed in designing a program based on this, you'll make the most wonderful breakthrough that's been made in a long time..."

AFTER LUNCH SESSION

This afternoon session was devoted to the consideration of a variety of questions.

The first question the participants addressed themselves to had to do with teacher certification requirements for bilingual education.

Mr. Juan Solis pointed out that although the matter was far from settled, the recommendation of the State Advisory Committee for Bilingual Education centered on first of all, studies in cross-cultural understandings to develop positive teacher attitudes towards linguistically different children; dual language competencies on the part of teachers with minimum level

of fluency established; studies in Linguistics - language instruction methodology, which includes Spanish as a first language, Spanish as a second language and English as a second language; studies of curricula and methodologies appropriate for inclusion in a Bilingual education program; psychological and socio-economic forces influencing success in school; importance of community involvement in Bilingual Education; training in the teacher performance skill areas essential to successful Bilingual teaching; studies in assessment procedures as related to poverty, language, and cultural differences and the same provision should be made available to the teachers in service.

It was generally agreed that once appropriations were available for bilingual teacher units, much more would begin to happen. It was regretted, but realistically accepted, that monies and funds would serve as incentive.

When asked, Dr. Edward Vodicka pointed out that a clearly stated rationale, along with stated competencies, would find a willing hearing from The State Board of Examiners for Teacher Education.

Community Resources

Various possibilities for the use of community resources in the development and implementation of the bilingual-bicultural program.

1.) The Austin Public Schools expressed interest in "utilizing as many student teachers as you would possibly have."

2.) The Region XIII Education Service Center invited the St. Edward's faculty to participate in their various bilingual projects.

3.) Mr. Edward Mangum, Chairman of the Department of Fine and Performing Arts, reported on his efforts to inaugurate a bilingual theatre program.

4.) Dr. Boyer and Dr. Andersson pointed to a variety of personnel on The Southwest Educational Development Laboratory staff.

Experience in Mexico

It was generally agreed that experience in Mexico which concentrated on intensive language instruction was generally to be commended. However, to think that students should be sent to Mexico for an experience in the culture, was not acceptable to the group at all.

Experience in Mexican schools was considered to have limited benefits. The biggest drawback is the exceptionally large classes and the methodology which accompanies such classes. Considerable stress was placed on the planning of such

an experience. One of the advantages noted was that such an experience would possibly give students an opportunity to become conversant with the specialized terminology in such areas as science and mathematics.

Student Recruitment

It was indicated that twenty-five students would be accepted in the Fall 1971 semester, and recommendations regarding qualifications were requested.

There seemed to be considerable stress placed on admitting candidates who were "native" speakers of Spanish. However, Mr. Ashley and Dr. Seng spoke to the point of accepting some admittedly monolingual teachers to the program in order that they might become part of teams.

No geographical limits were set for recruiting. However, the participants hoped SEU would concentrate on Central TEXAS. Caution. It seemed that it would be possible to recruit the majority of the candidates from the Austin area if the University so cared. Various government grants-in-aid programs were mentioned and the possibility of participating in Model Cities was explored.

* * * * * *

APPENDIX A

BILINGUAL TEACHER EDUCATION CONFERENCE

St. Edward's University
Round Table Room, Dining Hall
January 13, 1971

9:00 Welcome and Orientation

Brother Stephen Walsh
Academic Dean

Summarization of the State of Bilingual Teacher Education

Sister Marie Andre Walsh

10:00 Two smaller groups will form to focus on the identification of the competencies needed by the bilingual elementary teacher of Mexican Americans. Discussion Guide is attached.

Discussion Leaders: Dr. Glenn Hinkle, Director, Center for Teaching and Learning; Sr. Marie Andre Walsh.

11:30 Summarization of small groups.

Noon Luncheon in the Main Dining Room.

1:00 Large Group to consider the following questions:

a. What are the teacher certification requirements related to bilingual teacher education?

b. What community resources and cooperative ventures are available?

c. Are there any advantages to a required semester in Mexico as part of this program?

d. What are the possibilities of funding for the program?

e. How best identify, select, and recruit candidates for the program?

f. Is it possible to identify the essential components of the first year of such a program?

2:45 Summary. Assignment of tasks to St. Edward's faculty participating.

Conference on the Training of Teachers for Bilingual Schools
St. Edward's University January 13, 1971

ASSUMPTIONS UNDERLYING PROGRAM DEVELOPMENT

1. The child learns better when his first language is used as the medium of instruction.

2. To be bilingual is an advantage, not a handicap.

3. Cultural pluralism strengthens rather than weakens a democracy.

4. Second language learning is more effective during the so-called plastic years, before the age of ten or eleven.

5. Bilingualism should not be the prerogative only of those whose home language is not English.

6. The bilingual teacher is a new breed of teacher; not merely a certified teacher who happens to be bilingual.

7. A specialized program is needed to train this new breed of teacher.

8. Since the new breed of teacher needs a broader background in the bilingual-bicultural school, the interdisciplinary approach to content would probably be more appropriate than subject matter concentration in one or two areas.

9. Understanding the "culture of poverty" is as important as understanding the Mexican-American heritage in dealing with most Mexican-American children.

10. Certain aspects of the training program of the bilingual teacher can best be handled by the performance-based approach.

(Sister Marie André Walsh, IHM)

SOME QUESTIONS EDUCATORS ARE ASKING

A. The Bilingual School

1. What is the nature and purpose of the bilingual school?
2. For what student population is the bilingual school intended?
3. Why do we want children to be bilingual?
4. What are the advantages of being bilingual?
5. What will the student perceive as advantages of being bilingual? What will his family perceive as advantages?
6. How does the role of the teacher in the bilingual school differ from that of the teacher in the monolingual school?

B. Language and the Bilingual School

1. What is bilingualism? biculturalism? and what is the relation between the two?
2. How can we measure the language competence of the prospective teacher? By standard measuring instruments? Other means? What should be the criterion (a) for competency?
3. How much about the nature of language, of language acquisition, and bilingualism should the teacher understand?
4. Should the teacher be trained in the techniques of language assessment (i.e., the ability to determine dominant language; to identify phonological, morphological, and syntactical problems; to measure growth in fluency)?
5. How concerned should we be about the question of standard language vs. variants as we work to develop the Spanish language skills of the prospective teachers?

C. Culture and the Bilingual School

1. What is the case for cultural pluralism (i.e., is it in the interest of the child as well as in the interest of the nation that he be able to function successfully in more than one cultural setting)?
2. Is knowledge about culture in general as well as about the cultural heritage of the child sufficient for the teacher to be effective in the bilingual school, or is there something more that transcends knowledge? If so, what is the nature of that "something" and how can it be developed?

D. Psychology and Methodology

1. How can we ascertain if the skills attained in the usual courses in child growth and development and measurement and evaluation are sufficient to equip the teacher for effective performance in the bilingual school?
2. Will the skills acquired in the usual methods courses in reading, math, and social studies transfer to a situation in which Spanish is the medium of instruction, if we provide the student with the necessary vocabulary? If not, what should be the orientation of the new courses?

E. Program Development

1. How would you rank the problems discussed in order of priority?

(Sister Marie André Walsh, IHM)

APPENDIX 7

BILINGUAL CERTIFICATION PROVISIONS

The following program requirements for Bilingual Certification represent four alternatives for being certified or for completing endorsements in Bilingual Education. Those alternatives are described in the following material:

(1) Baccalaureate degree with an area of specialization in Bilingual Education

(2) Prior service provision based on public school experience and language proficiency in English and the language of the target population

(3) An Emergency Teaching Permit for those who do not meet all requirements for an endorsement or certificate in Bilingual Education

(4) Teachers in Bilingual Programs approved on a pilot basis prior to the effective date of these regulations will receive an endorsement in Bilingual Education

Certificate Program Requirements

The program shall be in an area of specialization in Bilingual Education on the Elementary Teaching Certificate or a teaching field on the High School and Junior High Certificates. Both the area of specialization and the teaching field shall consist of 24 semester hours (12 of which must be junior level or above), which shall include:

Foundation Component

Studies emphasizing the:

(1) Rationale for Bilingual Education

(2) Orientation to the Statewide Program of Bilingual Education

Linguistics Component

Studies in Linguistics shall include Descriptive Linguistics, Applied Linguistics, Psycho Linguistics, and Contrastive Linguistics in English and the language of the target population for the Bilingual Certification.

Methodology Component

Methodology studies to develop skills and techniques in teaching:

(1) English as a second language

(2) The language of the target population as a first and second language

(3) Reading in English and the language of the target population

(4) Appropriate subject matter in the language of the target population for the Bilingual Certification (subject matter to be taught in the language of the target population)

Psychological Component

Studies of the principles of Educational Psychology (including testing) as applied to children or youth in a Bilingual Education Program

Cultural Component

Studies emphasizing the:

(1) Concepts of the culture, and cultural patterns of the target population

(2) Cultural contributions of the target population to the region

Language Component

Studies of the standardized dialect of the target population which will serve to expand the teacher's existing command of that language. A demonstrated proficiency at the teaching level in the language of the target population and in English must be achieved prior to the college recommendation. Basic language study as such is not to be included as a component of the Bilingual Program. Advanced language study shall not consist of more than six of the 24 semester hours.

Professional Education

Student Teaching Component

The student teaching experience shall include experience in a bilingual classroom at the appropriate level of the certificate program with teaching in both English and the language of the target population.

Institutional Requirements

Staff

The college or university preparing bilingual teachers shall have:

(1) At least one full-time specialist in charge, who has:

- A doctor's degree with a concentration in bilingual studies (a minimum of 12 graduate hours)
- Three years teaching experience in a bilingual context

(Any deviation from these requirements must be reflective of an equivalency of or greater than the stipulated requirements and evidence of same must be presented for approval review.)

- An awareness of the multi-ethnic composition of the region
- Proficiency on the college teaching level in both English and the language of the target population

(2) Sufficient supporting staff members who have:

- A minimum of a master's degree with a concentration in bilingual studies
- Three years teaching experience in a bilingual context
- An awareness of the multi-ethnic composition of the region
- Proficiency on the college teaching level in both English and the language of the target population

(3) The total faculty of an institution's Bilingual Studies Program must reflect comprehensive preparation and experience in all program components

Setting

The college or university preparing bilingual teachers shall provide:

(1) An environment conducive to a Bilingual Teacher Education Program

(2) Facilities containing media, books, periodicals and material appropriate for Bilingual Education, to afford the student the opportunity for research and study

(3) Opportunity for the student to engage in guided observation and student teaching in established Bilingual Education Programs as well as other quality programs

Requirements for Certificate Based on Prior Service

The Bilingual Area of Specialization for the Elementary Teaching Certificate and teaching field for the High School and Junior High Certificate may be added to a currently held Teaching Certificate on the basis of prior service.

Option 1: Transitional Permits for Monolingual Teachers

Elegibility for an area of specialization for certificate or endorsement to a certificate will require proficiency in both English and the language of the target population.

During the transitional period, when annually requested by the employing school district, a Special Assignment Permit may be issued to a monolingual teacher for that person to serve in a Bilingual Program provided that the teacher has regularly participated in a Bilingual Teacher Training Institute provided under law by Texas Education Agency or identifies regular progress in an approved Bilingual Education Program. Special Assignment Permits may be issued until

proficiency in English and the language of the target population has been met.

Option 2: Endorsement for Bilingual Teachers with Experience in Bilingual Programs

A certified teacher who has:

(1) A baccalaureate degree

(2) Proficiency at the teaching level in English and the language of the target population as determined by an institution approved for teacher education or a Public School Committee of at least three language professional persons who verify language proficiency of the certificate applicant

(3) Three years of successful teaching experience, as documented by the employing superintendent prior to September 1, 1974, one of which must have been in an organized Bilingual Education Program which included staff development

(4) Been recommended by a three member Public School Committee through the superintendent of the employing district to the Division of Teacher Education and Certification

Option 3: Endorsement for Bilingual Teachers with No Experience in Bilingual Programs

A certified teacher with a baccalaureate degree and three years of successful teaching experience, but who has not taught in a Bilingual Education Program, may be certified as a bilingual teacher by:

(1) Completing the Bilingual Teacher Training Institute provided by the Texas Education Agency, or have completed six semester hours in an approved Bilingual Education Program specifically dealing with bilingual education studies

(2) Proficiency at the teaching level in English and the language of the target population as determined by an institution approved for teacher education or a Public School Committee of at least three language professional persons who verify language proficiency of the certificate applicant

(3) Completing one year of successful teaching experience, as verified by the employing superintendent, in a bilingual classroom

(4) Having been recommended by a three member Public School Committee through the superintendent of the employing district to the Division of Teacher Education and Certification

Provisions of this section will be applicable until September 1, 1976.

Emergency Teaching Permit Requirements

The Emergency Teaching Permit will be available for an individual who:

(1) Has a minimum of 90 semester hours of college credit and who is bilingual in English and the language of the target population

(2) Has a minimum of 12 semester hours in elementary education if application is for a permit at the elementary level, or either 12 semester hours in secondary education or 12 semester hours in each specific subject to be taught if application is for a permit at the secondary level

(3) Has been admitted to a college approved program for Bilingual Education

(4) Can complete the program within three years

(5) Has the superintendent's agreement to allow the individual to attend the Bilingual Teacher Training Institute during the first permit year

The permit may be renewed upon the individual's participation in the Bilingual Teacher Training Institute sponsored by the Texas Education Agency and completion of at least six semester hours or one-third (whichever is greater) of the course work needed for the degree and certificate.

The initial permit may be renewed a maximum of two times and the renewals must be within the three year period from the date of the initial permit.

APPENDIX 8

LIST OF EDUCATIONAL AGENCIES REQUESTING A COPY OF THE COMPLETE PROGRAM WITH A VIEW TO REPLICATION

Universities

University of Notre Dame, South Bend, Indiana
Eastern Oregon College, La Grange, Oregon
University of New Mexico, Las Cruces, New Mexico
Our Lady of the Lake College, San Antonio, Texas
University of Kansas, Lawrence, Kansas

Title VII, Bilingual Projects

French Bilingual Project, Lafayette, Louisiana
Mascenic Bilingual Project, Greenville, New Hampshire
Edgewood ISD, San Antonio, Texas

Migrant Education Projects

Pasco, Washington
Office of Economic Opportunity, Washington, D.C.

Regional Educational Laboratories

Southwest Educational Development Laboratory, Austin, Texas
Southwest Cooperative Educational Laboratory, Albuquerque, New Mexico

State Departments of Education

Texas Education Agency
Kansas State Department of Education